DOCUMENT RESUME

ED 135 742 SP 010 795

AUTHOR Mahan, James M.
TITLE Research and Reflections on Immersing Mainstream Student Teachers in Non-Mainstream Communities.
PUB DATE Feb 77
NOTE 28p.; Paper presented at the 57th Annual Meeting, Association of Teacher Educators (Atlanta, Georgia, February 2-5, 1977)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS American Indians; Black Community; Community Involvement; *Cross Cultural Training; Educational Innovation; Mexican Americans; *Minority Groups; *Preservice Education; Program Content; Program Evaluation; *Student Teaching; Teacher Education

ABSTRACT

This paper argues that, with the demise of the "melting pot" theory of education, teacher educators are faced with the challenge of providing cross-cultural preparation for preservice teachers of the cultural majority who wish to serve minority populations. Four Indiana University projects are described in which student teaching segments have been arranged in American Indian, Latino, rural, and inner-city nonmainstream cultural settings. The programs involve special language requirements (Navajo, Spanish); exposure to cultural aspects of the local population through reading, films, seminars and workshops; and varying requirements for on-site involvement with community agencies prior to teaching in the classroom. Supervision of the student teachers is done as far as possible by local site people who are members of the same ethnic group as the majority of the school students. A survey of project characteristics and participant views is presented, including enrollment and completion data, participant educational attitudes, pre and post involvement in the participant community, participant evaluation of the program, anticipated and actual student teacher satisfaction, site receptivity, and local evaluation of participants. Outcomes of the program are examined from the viewpoints of change in student teacher perceptions of ethnic group social and educational opportunities, employment rates of program graduates, and retrospective program evaluation by graduates. Conclusions are presented on the program's relevance, effectiveness, and future development. (ME)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED135742

RESEARCH AND REFLECTIONS ON IMMERSING MAINSTREAM STUDENT TEACHERS IN NON-MAINSTREAM COMMUNITIES

James M. Mahan
Indiana University

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Overview of Four Cultural-Immersion Projects

A Need for Cross-Cultural Teacher Preparation Experiences

Teacher educators are increasingly challenged by the fact that the old "melting pot" theory is no longer adequate nor accepted: there are numerous ethnic groups in this country who are unique and who want to remain unique. In 1975 the U.S. Commission on Civil Rights reported that nearly 16% of the American population speak a language other than English as their dominant language. There are an estimated 5 million children in the United States who have a dominant language other than English. Educators in this country have an obligation to insure that these children receive an education which preserves both their cultural identity and their personal integrity. To realize this goal, teacher educators must prepare teachers who are sensitive to the linguistic and cultural needs of children of diverse populations. It is imperative that teachers be familiar with the language of children with whom they will be working if effective teaching is to take place.

But, language is not the only consideration for successful teaching. Cultural identity plays an important part in how people view the world, how they communicate, how they feel about certain things, what they value, and how they view themselves. It is essential that teachers serving a different ethnic group than their own become immersed in the culture of the people -- for therein lies the key to understanding and communicating. If we are to prepare teachers who are to adequately serve another culture, then we must make available various options for cross-cultural field experiences so that future teachers can be fully involved in the lives of their students. As Asa G. Hilliard states,(4, p. 50), "Attitudes and values do not develop instantaneously. It is necessary that teacher education programs provide for early, guided, cross-cultural contact beginning in the first years of college and extending throughout the program." Similarly, Allen R. Sullivan (9, p. 68) while discussing components of multicultural education purports that "...we must attempt to provide for schools and the community as the extended university classroom." It is not sufficient for students to take a few language courses and a culture course or two, but as Hilliard (4, p. 52) has indicated, "It is the interactions themselves which provide the grist for learning."

One very important aspect of cross-cultural teacher preparation programs is the student teaching experience. This can be an excellent opportunity

SP010 795

for future teachers to be involved in another culture. Options should be available for students who desire to teach in diverse sites so that they can utilize this experience to become totally immersed in another ethnic group and be better teachers of its children.

Description of
Four Projects

Indiana University presently offers four options in student teaching through which education majors can test their ability and acceptability, on the turf of people whose ethnic, social, or economic background is unlike their own. The American Indian Reservation Student Teaching Project places student teachers mainly in BIA boarding schools and Indian-controlled community schools on the Navajo Reservation in Arizona and New Mexico. For nearly a year prior to their arrival on-site, the students acquaint themselves with the Navajo culture through extensive reading, attendance at various scheduled seminars and other relevant cultural events, and participation in a week-long workshop with Native American consultants. While on-site they are to become as involved as possible in community events which might bring them closer to the culture of the people. Also, they are to be involved with the children after school arranging extracurricular activities, participating in sports events and field trips, sponsoring clubs and social events, counseling, tutoring, etc. Student teachers are required to complete and submit bi-weekly reports on their cultural experiences and insights into teaching in that particular culture.

The Latino Project places student teachers in the East Chicago/Gary region and in border towns in southern Arizona and the lower Rio Grande Valley of Texas. Requirements for this project are similar to those of the Reservation Project. Students are required to learn about the culture by reading, viewing films, attending seminars, participating in cultural events, attending a week-long workshop, etc. It is also highly recommended that the student teachers, especially in the elementary area, be proficient in Spanish. (It is difficult for students in the Reservation Project to be fluent in Navajo, but it is recommended that they acquaint themselves with the language prior to their arrival on-site.) On-site structure differs for the Latino Project in that students are required to work full-time in a community agency, such as a welfare office, migrant clinic, health clinic, legal aid office, social service agency, etc., for a period of five weeks before they report to their assigned classrooms. This experience helps acquaint student teachers first-hand with the life of the community, its values, its needs, its economic and social structures, etc. In addition, secondary student teachers spend a week observing and participating in a bilingual elementary classroom. All student teachers spend 12 to 13 weeks in their assigned classrooms. As in the Reservation Project, students are required to become involved as much as possible in the community -- to attend various cultural events, assist in weekly adult education classes,

make home visits, etc. They also are required to submit bi-weekly reports on their local cultural experiences and the implications of those experiences for classroom teaching.

The Rural Education Center Project enrollees participate in an intensive community involvement/student teaching experience in a rural area in southern Indiana. They serve for four weeks in community agencies similar to those in the Latino Project prior to serving 13 weeks in the school. During this 17-week semester they do extensive readings, attend scheduled seminars, interview community adults, attend school board meetings and other local government meetings, critique articles on rural education, attend local events and become otherwise involved in the life of the community. They also submit regular reports on their experience.

The inner city is the setting for the Urban Project. Participants engage in the same type and quantity of community-oriented activities as do the Rural Project enrollees, except that their agency internship experience is 5½ weeks long. Students to be taught in the classroom come from many Black, White Appalachian, and low income homes. Transiency of the student body is a characteristic of many of the host schools; cross-bussing may also be a feature. Community agencies in which the participants work serve adults and youth with demographic and economic characteristics similar to those of the school student bodies. Teachers in the participating schools are more ethnically mixed and more transient than teachers in the Rural Project schools.

Finally, external supervision is required by the state of Indiana for all student teachers. That means that one or more persons in addition to the supervising teacher observe the student teacher's classroom performance and offer suggestions for the improvement of teaching skills, behavior and knowledge. Normally, the external supervisor is a graduate student who drives out to visit the student teacher periodically. For the culturally-oriented projects every effort has been made to identify and employ as external supervisors local site people who are members of the same ethnic group as the majority of the school students. In most cases the participants thus receive on-site instructional and cultural counsel from Native American, Latino, or Black educators to supplement that provided by project staff members during site visits.

Project Characteristics and Participant Views

Enrollment and Completion Data

How many prospective teachers at Indiana University elect to participate in these cultural-immersion type field experiences? Table I indicates that only about 7.7% of an annual group of about 976 student teachers volunteer to serve in ethnic communities where they (the student teachers) are the minority and where social and cultural reflection and adaptation

are expected. This figure should be increased slightly to 9.5% when the 17.3 annual graduates of a comprehensive, two-year program with unique course and field experiences focused on multi-cultural and economically disadvantaged communities are added to the graduates of the four seventeen-week student teaching projects.

Table I

Ethnically-Oriented Project Enrollment and Completion Data for the Past Four Academic Years

Project	Annual Enrollment $\bar{X}$	Annual Withdrawals $\bar{X}$	Annual Expulsions $\bar{X}$	Annual Completions $\bar{X}$	% of All I.U. Student Teachers Enrolled
American Indian Reservation	26.8	1.0	1.0	24.8	2.7%
Latino	19.3	.3	.0	19.0	2.0%
Urban	15.8	.0	.3	15.5	1.6%
Rural	13.8	.0	.3	13.5	1.4%
Annual Project Totals	75.7	1.3	1.6	72.8	7.7%
(Multi-Cultural Program)	17.3	.0	.0	17.3	1.8%)
Regular (Mainstream)	883.0	*N.A.D.	N.A.D.	N.A.D.	90.5%

*N.A.D. = No available data

Whatever figure is used, the number of education majors seeking or accepting student teaching assignments in ethnic settings unfamiliar to them is small. The demographic characteristics of the university community and the surrounding towns and cities are a factor. Education majors tend to choose their own student teaching sites near campus or back home. These selections are usually economical for the student and university but may preclude new and heterogeneous cultural experiences.

No doubt it can be argued that education majors enrolled at colleges and universities situated in large cities have frequent involvement in ethnic communities during teacher preparation. When those students accept city placements near campus or back home, their placements very well may be culturally heterogeneous. However, it may also be that the pre-service teacher from the ghetto, barrio, or large and integrated city needs some educational experience in white suburbia or rural areas to complement urban outlooks, values, and understandings. Hilliard (4, p. 52) states that "cross-cultural experiences for minority teachers are necessary."

Regular (mainstream) student teachers responded to a survey designed to identify major reasons why they did not elect to student teach in ethnic settings. The most frequent reasons stated were

- Involvement in ethnic projects would mean I must drop campus activities (band, athletic team, sorority, fraternity, etc.)
- I would have to live where I student teach rather than at my home and that costs too much
- I want to stay on or close to campus so that I can carry other courses while I am student teaching
- I can't give up my part-time job to go to an ethnic site
- As a married person, I can't relocate
- The extra preparation and challenge in these projects just isn't worth it
- I am not interested in teaching in those "weird environments"

All of these reasons are outgrowths of teacher preparation programs wherein the trainee is permitted to decide the location and characteristics of the terminal training experience. Considering the reported ineffectiveness of teaching in so many non-mainstream settings, perhaps it is time the trainee made fewer decisions about what he/she needs (or will accept) and the community people served by teachers made more decisions.

Obviously there are serious obstacles to involving education majors in intensive field experiences in varied cultural settings -- student and university preference for convenience and economy, social attitudes, racial feelings, geographical distance of some types of community settings, apprehensive teacher trainers, etc. If more sensitive teachers for a more culturally pluralistic society is a priority gpal, more money for, and commitment to, teacher education activities in ethnic minority settings simply must be generated. Perhaps experiences in ethnic settings must be made <u>requirements</u> for 100%, not options for 10%. Why not?

Table I also reveals that pre-service teachers who report to ethnic sites for seventeen weeks of duty do adapt, persevere, and succeed. Only 1.7% of the enrollees have "withdrawn" after beginning project assignments. Host schools have requested an additional 2.1% of the enrollees to leave the classrooms and return to campus. This 2.1% represents students who have carried emergent campus lifestyles or values to very traditional ethnic settings where school and community people were not willing to accept public display of non-conventional behavior or ideas. An essential aspect of living and working with any particular ethnic group is learning to adapt and to function within their bounds of socially acceptable behavior. The great majority of the student teachers, however, have been very successful in their attempt to adapt to a different culture and have been quite accepted by the community.

Participant Educational Attitudes:
Pre and Post

Are educational values or attitudes of education majors who participate in challenging, ethnically-oriented student teaching experiences different from the educational values or attitudes of student teachers who seek "regular" student teaching placements? One might assume that project participants (the 10%) might hold more liberal or emergent attitudes than those who are non-participators (the 90%). Or, is this false stereotyping by university staff members?

The Educational Preference Scale (EPS) (5) was used in a pre-student teaching vs. post-student teaching design to examine educational attitudes and changes in those attitudes of Latino, American Indian Reservation, and Regular student teachers. The EPS was developed to examine attitudes and philosophical beliefs along four value dimensions concerning (a) the nature of knowledge, (b) the nature of learning, (c) the nature of the learner, and (d) the purpose of schooling. More "liberal" respondents to the EPS would be inclined to be more supportive of process-oriented education as opposed to content-oriented education. Liberals would perceive knowledge as more tentative and arbitrary, learning as more natural and enjoyable, the learner as an aggressive and natural seeker of knowledge and experience, and the school as the setting for emergence of values and knowledge through inquiry.

Major results of this values study are summarized in Table II. Complete findings and a full discussion have been presented by Harty (3). Project enrollees tended to be somewhat more liberal relative to the educational attitudes measured by the EPS than their Regular student teaching counterparts and also more liberal than the supervising teachers to whom they were assigned. As a result of the field experience, the educational attitudes of all groups of student teachers shifted toward the attitudes of the respective supervising teacher groups (became more conservative). Reservation participants seemed to hold more tenaciously to their liberalism despite the general conservative atmosphere of Bureau of Indian Affairs schools and exited from their field experience still slightly more liberal than Latino, Rural, and

Regular project completers. No one preparatory project consistently attracted student teachers with shared liberal or shared conservative attitudes. The choice of an ethnic project over Regular student teaching did not appear related to the process-oriented educational attitudes measured by the EPS.

Table II

Comparison of Pre-and Post-Educational Attitudes of Various Student Teacher Groups

Participant	Comparison Group	EPS Difference	Significance Level
Pre-Latino	more liberal than Pre-Regular	+3.9	
Pre-Reservation	more liberal than Pre-Regular	+4.0	
Pre-Latino	more liberal than Latino In-service	+3.6	
Pre-Reservation	more liberal than Reservation In-service	+7.1	.0005
Post-Latino	more conservative than Post-Regular	- .6	
Post-Reservation	more liberal than Post-Regular	+3.0	
Post-Latino	more conservative than Latino In-service	-4.0	
Post-Reservation	more liberal than Reservation In-service	+3.0	
Post-Regular	more conservative than Pre-Regular	-3.1	

Process/content, inquiry/exposition preferences about educational practice do not seem to be a set of variables which discriminates between students who elect ethnic minority field assignments and those who do not. Unidentified but discriminating sets may well exist, however. Do volunteers for immersion experiences in unfamiliar communities have more adventure or risk-taking orientations, fewer stereotypic viewpoints, more altruism, more commitment to equalitarianism, greater cognitive knowledge of cultures and history, and a greater legacy of family orientation toward social issues and action than those who elect "regular" placements? The reader no doubt has additional hunches about potential motivating variables. Could certain culturally-conscious professors or unique campus course experiences have interested

certain students in working in a different culture? At this writing a study stimulated by the research of Perloe (8) is being initiated to determine whether the education major's outlooks on social welfare, cooperation toward group goals, and identification with groups, correlate with his/her choice of direct living and learning experiences in ethnic minority communities. It seems important to discover whether personality traits, social philosophies, or economic forces make the 10% who journey to ethnic minority settings different from the 90% who do not consider those settings. Identification of such factors could facilitate project recruitment and perhaps permit predictions of participant success. Then, too, the unknown factors may be "teachable" attitudes, views, skills, or factual clusters. If so, might these be included early in teacher preparation programs with the anticipation of increasing the desire of education majors to experience multi-cultural or cross-cultural service?

Participant Community Involvement

Student teachers in the culturally-oriented projects are required to supplement the 8:30 A.M. to 3:30 P.M. contractual school day with a wide variety of formal and informal involvements in the life and work of the local community. Through this involvement they hope to meet and become friends with people from all walks of life, increase their capacity for multi-cultural communication and understanding, explore existing solutions to local social and economic needs, and develop a more complete knowledge and appreciation of local culture and lifestyle. They seek to discover the life space of the youth they teach in school and to recognize the positive and negative external forces that facilitate or impede young people as they attempt to learn within the public school classroom. By participating in the events and activities of the community they are better able to judge whether local schools are supportive, culturally reinforcing institutions or persevering "melting pots." Table III illustrates the nature and extent of project participant involvement in extra activities conducive to a fuller understanding of a community, its citizens, and their aspirations. The data were compiled from "Reflections on Community Experiences" Reports submitted bi-weekly by all enrollees in three of the projects.

Certainly Table III documents project student teacher involvement in community-based learning activities alien to most pre-service teachers and, probably, to most in-service teachers. When a teaching position is accepted, a marriage commenced, or a family started, even the most idealistic teacher trainer cannot dream that a teacher will spend 12 to 16 hours per week out of the classroom and into the community encountering local citizens and learning from them. Therefore, the undergraduate teacher preparation sequence is the most realistic place for this lay-professional interchange to occur. It might also be programmed to occur by continuously bringing appropriate lay people into professional education classes on campus -- but this would mean changing institutional ideas about who is "sufficiently certified to teach."

Table III

Nature, Amount, and Perceived Worth of Community Involvement

	Average Involvement Each 2-week Reporting Period		
	Latino	Reservation	Urban
A. Community Hours Invested by Participant Each Two Weeks	32.8 hr	30.2 hr	24.2 hr
B. Breakdown of Community Activities	Percent of Project Enrollees Involved Each 2 Weeks		
Visitation in local home	76%	51%	44%
Invitation to dine/dance	76%	37%	33%
In-depth talks with adults	94%	75%	67%
In-depth talks with students (out-of school)	90%	75%	45%
Visits to cultural centers	85%	78%	29%
Extracurricular field trips	45%	33%	9%
Formal duty in community agencies	78% (100% 1st 5 wks)	6%	34% (100% 1st 5 wks)
Aide duty in evening adult education classes	85%	6%	0%
Miscellaneous activities	33%	18%	31%
C. Collective Value of Community Activities as Reported by Participants	Little value 1 2 3 4 5 6 7 Great value		
Direct application to classroom teaching	$\bar{X}$ = 5.6	$\bar{X}$ = 5.5	$\bar{X}$ = 5.3
Help toward cultural understanding	$\bar{X}$ = 6.3	$\bar{X}$ = 6.3	$\bar{X}$ = 5.6
Facilitation of friendship-making	$\bar{X}$ = 6.2	$\bar{X}$ = 6.0	$\bar{X}$ = 6.1
Promotion of adult contact	$\bar{X}$ = 6.1	$\bar{X}$ = 5.1	$\bar{X}$ = 5.6
Facilitation of acceptance of student by community	$\bar{X}$ = 5.9	$\bar{X}$ = 5.3	$\bar{X}$ = 5.7
Overall worth to student teacher	$\bar{X}$ = 6.1	$\bar{X}$ = 6.2	$\bar{X}$ = 5.8

The opportunity for participation in selected[1] activities varies from one cultural site to another. There are population, cultural, geographical, and language reasons for the variation. Latino communities contain more social service agencies, adult education program, clubs, recreation and cultural centers than do small, isolated Reservation communities, for example.

Cultural tendencies to entertain or not entertain outsiders also undergird the extent of community participation across projects. Invitations to dine in Reservation hogans, for example, are rarely extended to student teachers. Despite the cultural and language weaknesses student teachers may carry to Latino and Reservation sites Table III indicates that once there they get more involved in more community activities than do the student teachers who report to inner city sites. Large urban centers have more schools, bigger student enrollments, and more teaching positions. From Table III one can still infer that they also are more impersonal, have less communication between school and non-school people, and have more limited expectations for ways in which teachers will come to know and better serve the school's clients.

Despite the fact that the project participants are required to spend many of their non-school hours out in the community (for example, an evening adult education responsibility definitely is extra work), they still evaluate this unpaid community labor highly. Evaluative responses range from 5.1 to 6.3 on a seven-point Likert scale. Adult contact, friendship-making, and cultural understanding are promoted and student teacher acceptance in the community enhanced. The data suggest that (a) student teaching can be made into a more comprehensive and eye-opening experience in any community, (b) student teachers are welcome in social service agencies, homes, and cultural centers and can contribute there, (c) if it is desirable for education majors to study the community and its people they can be required to do so -- and they will look positively on that requirement, (d) the formal agency work and informal community activity will be viewed as contributing to teaching effectiveness.

Participant Evaluation
of Project Components

Via bi-weekly "experience reflection and syntheses" reports, participants in the Latino, Reservation, Rural, and Urban Projects write three adjectives that best describe selected components of their ethnic minority immersion experience. With surprisingly little difficulty the adjectives can be classified as "negative" or "positive" and compiled from semester to semester. The technique is simple and useful. Evaluative trends are easily discerned. Negative adjectives at the end of the first two trying weeks usually disappear with mounting self-confidence in later weeks. Table IV reveals project components most liked and least liked by various sub-groups of student teachers.

An inspection of Table IV reveals that Latino and Reservation participants (who were living the farthest from campus and home) were well pleased with most components of their full semester experience. Rural Project participants, although asked to respond to fewer components, were very positive. Urban Project participants were much less positive about their instructional work, interaction with school students, and interaction with local adults than participants in the other three projects. These critical evaluative tendencies of the inner city student teachers parallel their more limited

involvement in community activities depicted in Table III. More education majors are willing to travel 1500 miles to a Latino community or to a Reservation to student teach than to a nearby inner city -- and they are more satisfied in those distant sites than those in inner city schools. Much remains to be done on campus to equip pre-service teachers with the skills, attitudes, and coping behaviors needed for competent, self-fulfilling inner city teaching.

Table IV

Participant Evaluation of Selected Components of Ethnic Field Projects

Project Component	Percent of Evaluative Adjectives Classified "Positive"			
	Latino	Reservation	Rural	Urban
Classroom Instructional Duties	70%	79%	86%	62%
Site Living Conditions	62%	55%	*N.A.D.	87%
Social Life	71%	70%	78%	77%
Interaction With School Students	79%	87%	N.A.D.	52%
Interaction With Local Adults	87%	70%	90%	50%
Community Involvement	84%	76%	N.A.D.	N.A.D.
Relation With Local Supervision Specialist	66%	76%	N.A.D.	N.A.D.
Relation With Supervising Teacher	82%	79%	N.A.D.	N.A.D.
The Geographic Setting of the Site	78%	89%	61%	61%
The School and its Policies	33%	32%	N.A.D.	N.A.D.

*N.A.D. = No available data

Perhaps the greatest challenge is to dispell the unexamined but commonly held notion that "conventional methods and psychology of learning courses taught by any faculty member do prepare education majors for the inner city as well as suburbia." External supervisors from minority groups and student teachers in inner city classrooms will often argue that conventional courses are of little utility.

The "school and its policies" represents the area receiving the biggest barrage of negative adjectives (restrictive, rule-oriented, authoritarian, disorganized, frantic). Years of experience working with student teachers leads the author to believe that most student teachers are critical of any school -- of its bells, hall traffic patterns, dress codes, disciplinary practices, etc. The same adjectives are used by the mainstream student teachers about suburban and campus-adjacent schools. It is doubtful whether schools of education would earn a high percentage of positive adjectives, for that matter.

Anticipated and Actual Satisfaction
With Student Teaching as Measured by the PSTO

What expectations do pre-service teachers have for their student teaching experience? Are their campus expectations realistic? Is the actual student teaching experience more or less satisfying than anticipated? Are satisfaction levels for pre-service teachers who complete full semester assignments in ethnic minority communities higher or lower than those of "regular" student teachers? The Purdue Student Teacher Opinionaire (PSTO) (1) has been utilized to measure the degree to which student teachers believe they will be satisfied with twelve dimensions of student teaching (pre) and to determine their actual satisfaction with the completed student teaching experience (post). Table V permits comparison of anticipated and post-satisfaction levels across projects. A score of "1" represents "least possible satisfaction" and a score of "4" represents "greatest possible satisfaction." A detailed description of PSTO sub-scales, PSTO scores by projects, and implications of those scores will be published in 1977 by Mahan and Smith (6).

Table V

Anticipated and Actual Satisfaction With Student Teaching

Project	Total PSTO Score		Comment
	Pre	Post	
Latino	2.64	2.81	expected moderate satisfaction and it more than materialized
Reservation	2.87	2.87	expected moderate satisfaction and experienced it
Urban	2.80	2.71	expected moderate satisfaction and experienced somewhat less
Regular	3.13	3.31	expected high satisfaction and expectations were exceeded

Preparatory readings, film viewings, and encounters with Latino, Native American, and inner city consultants apparently alerted project participants to some of the educational limitations of the schools to which they were assigned. Enrollees in these projects seemed to hold realistic, mildly positive anticipatory feelings toward satisfaction with their impending student teaching assignment. At the conclusion of the assignment the enrollees were about as satisfied as they originally thought they would be. Again, the more negative feelings are associated with the inner city experience. Regular student teachers were the most satisfied both pre and post -- after all, they selected the school in which they were placed.

All project enrollees tended to express low satisfaction with a PSTO factor called "rapport with principal." Reservation, Urban, Latino, and Regular participants all reported a major increase in "satisfaction with rapport with students" from pre to post. This finding is very important to teacher trainers placing pre-service teachers in ethnic settings. The student teachers can and do relate effectively with the youth of the cultural setting. For all groups (except Urban) post-satisfaction with "rapport with the supervising teacher" is the first or second highest PSTO factor score -- rivalled only by the very high "rapport with students" score. It is encouraging that there are many teachers in ethnic minority communities who are willing to accept "student teacher outsiders," to establish close professional relationships with them, and to assist in their development of improved teaching skills. Directors of student teaching should not feel hesitant about using minority group teachers in ethnic settings. Pre-service teachers will like and respect these in-service teachers and vice versa if Indiana University's PSTO data is at all representative.

Investigations with the PSTO indicate that student teachers oriented for service in ethnic minority sites will be (a) somewhat apprehensive about their anticipated satisfaction with student teaching, (b) realistic in their expectations for school structure, curriculum, community support, (c) moderately satisfied with student teaching at its completion. The PSTO does not measure student teacher satisfaction with all the supplementary, non-schoolroom requirements which make each project special. However, the use of more comprehensive evaluative surveys reveals that participants are extremely positive about the TOTAL project experience, for they add community work, informal cultural involvement, and social interaction with new friends from the minority group to the student teaching component to gain satisfaction and self-broadening hardly possible in "back home" settings.

Continued Site Receptivity and
Local Evaluation of Participants

Administrators, teachers, and community agency directors in ethnic minority communities may be dubious about the abilities and motives of senior year education majors journeying 1500 miles or more to work in a setting and culture that is strange to the university student. Professionals at the host sites

may find the inescapable paper work and reporting required by the university teacher preparation staff members irritating or overburdening. Those same site professionals may be turned off by a very loose, everyone-does-his-own-thing, type of field experience or may resist an over structured and highly rigid set of field learning experiences. They may have strong beliefs about college lifestyles and their acceptability in the local community. In other words, site personnel have the final decision about initiating a project and placing and retaining student teachers who desire cultural immersion experiences in schools, agencies, centers, and homes. Table VI (a) indicates that it is possible to construct, implement, and annually repeat carefully structured and coordinated student teaching projects in distant ethnic settings.

Table VI (a)

Receptivity of Sites to Ethnically-Oriented
Student Teachers From Afar

	Latino N	Reservation N	Urban N	Rural N
School Buildings Participating: Year I	2	5	3	3
School Buildings Participating: Year IV	14	13	5	5
Agencies Participating: Year I	2	not formally used	6	5
Agencies Participating: Year IV	12	"	10	9
School Buildings Terminating Involvement	0	2	0	0
Agencies Terminating Involvement	0	0	0	*2

*one went out of business, but would have continued to participate

Very few schools and agencies have elected to withdraw from project participation. New schools and new agencies join the effort each year. One of the terminal cases involved the lifestyles of four students, one involved hassles over the availability of suitable housing for student teachers, and one involved an agency's lack of office space to accommodate a student intern.

Each semester principals of schools participating in the Latino and American Indian Reservation Projects have completed an evaluation of the pre-service teachers in their buildings. These evaluations have provided valuable feedback and have allowed the project staff an opportunity to make applicable alterations in preparing student teachers for particular sites, to replicate successful preparatory activities, and to provide adequate guidance to project enrollees. Then, too, this process aids principals in deciding if the school will continue

to participate in the project by accepting future student teachers. Further, principals often write comments that provide valuable feedback. One principal, a Creek, wrote, "The student teaching project is a type of project that is realistic, practical, and comprehensive for a student teacher. Exposing education students to a different cultural setting and geographical area expands their knowledge and understanding."

Basically, those areas of most interest to the project staff are 1) did student teachers successfully adapt to the cross-cultural classroom setting? 2) were student teachers prepared for the cultural setting prior to their arrival? 3) were student teachers well accepted by their students? 4) were student teachers accepted by Latino or Native American adults with whom they had contact? 5) is a 16-week (full semester) placement desirable in the Latino or Reservation setting? Responses were recorded on a scale of "1" to "5." A score of "5" denotes strong (positive) agreement; a score of "1" denotes strong (negative) disagreement; a score of "3" denotes no opinion. Table VI (b) presents mean ratings from principals for the two projects. It demonstrates very positive principal evaluations and is generally in harmony with the PSTO scores obtained from student teachers. Certainly those mean scores approaching "5" are encouraging to teacher trainers who might be considering development of similar projects. One possible exception is the Reservation principals' response to the project enrollees' preparation for the cultural setting. Two of the principals stated that, in their opinion, it was "impossible to be prepared before arriving." Thus their ratings -- which affected the mean -- reflect a philosophy that "one only learns by doing." These administrators would argue that preparatory cultural study is of little worth. Project staff members disagree and a majority of the principals and Native American consultants disagree, too.

Table VI (b)

Principal Evaluations for Latino and American Indian Reservation Projects: Selected Responses

Evaluative Statement	Degree of Administrator Agreement	
	Reservation	Latino
Student teachers successfully adapted to the cross-cultural classroom setting	4.5	4.5
Student teachers were prepared for the cultural setting prior to their arrival	3.5	4.3
Student teachers were well accepted by their students	4.3	5.0
Student teachers were accepted by the Latino or Native American adults with whom they had contact	4.4	4.7
A 16-week (full semester) placement is desirable in this setting	4.7	4.9

Community agency personnel and their clients fulfill a major role in the Rural, Urban, and Latino Projects. The contact project participants experience with these individuals directly or indirectly influences the learning and attitudes that the students "take away" with them. In addition, the pre-service teachers leave an impression with the agency directors, employees, and clients that cannot help but affect their perceptions of teachers, schools, the university, and educators in general. Consistent evaluatory feedback has been obtained in both the Rural and Latino Projects; however, the Rural Project comments come directly and exclusively from agency directors while the Latino Project feedback stems from a variety of sources, predominantly agency clients.

Directors of community agencies cooperating with the Rural Project unanimously attest to the "worthwhileness" of the internship. These directors have outlined the following services provided to the agency by the student teachers:

- assistance with on-going programs
- organization of new programs/activities
- completion of special surveys or studies
- supervision of clients
- increased community awareness of the agency via news releases prepared by the students
- general office assistance, such as interviewing, handling phone calls, scheduling, record keeping

These agency directors attest strongly to the fact that the Project participants acquire useful knowledge as a result of their experience. The following outcomes are suggestive of the directors' perceived value of the community involvement:

- opportunities to visit in homes of the people
- expanded knowledge of the community -- socially, culturally, and politically
- increased awareness of the public school students' backgrounds
- exposure to community non-school adults and their values
- positive public relations between the educational world and the general community

Throughout the sixteen-week semester, Latino Project participants submit bi-weekly feedback concerning community experiences. They list any adult whom they consider a friend. Those people listed have been randomly sampled concerning the performance of the student teachers. Table VI (c) summarizes a few of the salient points of the questionnaire. It suggests that the non-educators in the adult community value an opportunity to interact with pre-service teachers and to contribute to their preparation.

Table VI (c)

Evaluation of Latino Project Participant
Performance by Community People

Survey Question	Percent of Highly Positive Responses
Respondents claiming they are Mexican	91%
Respondents claiming the student teacher as a friend	82%
Respondents claiming they would still recognize the student in three years and would eagerly extend an invitation to reminisce	91%
Respondents claiming that people who want to be teachers should learn about the community by working with adults through community agencies	94%
Respondents claiming the student teachers were of valuable service to the community via the agency	92%
Respondents claiming the student teachers were helpful to them personally	88%

One Mexican-American agency client wrote

> "I believe that all universities ought to have similar programs so that teachers might be better prepared, not only to deal with students of their own background and age, but to go out into communities completely different than their own."

This person's words should be considered relevant by teacher educators. They may be a plea!

Selected Outcomes of Cultural Immersion Field Experiences for Pre-Service Teachers

Change in Student Teacher Perceptions of Educational/Social Opportunities Available to Certain Ethnic Groups

Project pre-service teachers read several books and articles, view many films and TV documentaries, and hear much talk about the educational and social deprivations (or advantages) of different ethnic and income groups located in various regions of the nation. How do these prospective teachers process the claims and counterclaims? What is believed? An effort has been made through use of the modified Ulibarri/Centrone Scale (2) to determine (a) student teachers' on-campus perceptions of educational and social opportunities available to youth in distant Reservation and Latino communities, (b) student teachers' revised perceptions of those opportunities after living and working in the target ethnic community for 17 weeks.

Do education majors hold unrealistically optimistic or pessimistic ideas about the educational and social opportunities they expect to find upon reaching a site? Are they headed for shock and disillusionment? Table VII indicates on-site perceptions and evaluations of existing social and educational conditions and opportunities. A score of "1" denotes a perception that a condition exists to a very low extent while a score of "5" represents a perception that a condition exists to a very great extent. A score of "3" represents a very average (not low - not high) perception.

The data in Table VII are extremely sobering. Reservation and Latino Project participants -- while still on campus -- believe that the educational, social, psychological, and economic opportunities enjoyed by Navajo, Hopi, and Spanish-speaking youth (many of them the children of migrants) are minimal. Only one pre-score in the entire table is as high as "3" (average) and that relates to the influence of Latino school boards. Post-means are slightly higher for nearly every item, <u>but</u> still fail to reach even an average score of "3." In other words, the student teachers bound for the Reservation and Latino settings felt they would encounter children who were not enjoying many benefits of the American educational and social system. A full semester of first-hand observation and work in those communities convinced the student teachers that conditions were only <u>slightly</u> better than they had preconceived. In the case of academic achievement of Native American youth, Reservation Project participants perceived even worse conditions than they had anticipated.

Table VII only presents modified Ulibarri/Centrone Scale items on which there were statistically significant changes in mean score from pre to post -- eight items for Reservation participants and 12 items for Latino Participants. There are 23 items on the complete scale. Project participants had very low pre-scores on the unpresented items and changes on the post-scores for those items were statistically insignificant. This is an important and discouraging fact. At least relative to most items shown in Table VII, there was some

Table VII

Modified Ulibarri/Centrone Scale Pre/Post Results: Significant Changes in Perceptions of Reservation Participants and Latino Participants

Stems	Reservation Pre	Reservation Post	Latino Pre	Latino Post
Relative to the children you taught TO WHAT EXTENT DO YOU BELIEVE THAT...				
A. The school meets their psychological needs	1.77	2.38	1.91	2.80
C. Their out-of-school environment is compatible with their school environment	1.62	2.07	1.79	2.61
D. They are able to see and adjust to future orientation and reward			1.88	2.64
E. Their homes develop the value of competition			2.16	2.91
F. They are receptive to scientific interpretation of natural phenomena	1.78	2.32		
H. They are adjusting to and interacting with other ethnic groups	2.15	2.60	2.44	3.36
I. They practice rules of cleanliness and health			2.85	3.55
L. Their classroom experiences are meaningful			2.20	2.73
O. They are free from disadvantages caused by parental poverty	1.45	2.47	1.78	2.29
P. They find the school's verbal emphasis advantageous	2.03	2.65	2.25	2.82
Q. They are achieving at grade level	1.92	1.53		
R. They are able to use the regular textbooks provided for their grade level			1.76	2.44
S. They are proficient in oral expression of the English language			2.04	2.69
U. They find their religious values reflected by the school	1.52	1.99		
W. Their boards of education really exercise control over school policies			3.13	3.74

*The difference between each pair of pre- and post-scores is significant at $p \leq .006$.

change in perceptions of opportunities in the desirable direction. Furthermore, the full Ulibarri/Centrone Scale also permits respondents to express the degree to which they perceive educational and social opportunities to be available to Anglo school children. Almost all item means with reference to Anglos are in excess of "3" - better than average! The participants in these ethnically-oriented projects simply believe, both before and after their student teaching experience, that schools and communities serve children from Anglo families far better than they serve children from Mexican-American and Native American families. A more complete paper on Ulibarri/Centrone Scale findings relative to these projects may be obtained from Mahan and Smith (7).

Urban and Rural Project participants were not asked to respond to the Ulibarri/Centrone Scale. However, conversations with the inner city student teachers lead to conjectures that (a) their Ulibarri pre-mean scores would have been "3" or less, (b) the post-means would have been considerably less than the pre-means, (c) student teachers in inner city schools are disillusioned with the educational and social opportunities available to Black or Appalachian or low income youth. It seems desirable that all pre-service teachers encounter social inequities, through structured university field assignments, provided they try to do something to rectify the inequities after they have a teaching contract, tenure, freedom from university course requirements, etc.

Employment Success of Project Graduates

Education majors are not likely to enter longer, more demanding cross-cultural field projects which consume extra hours of professional and personal time unless they believe school employers will be impressed with their preparation. Four conditions are probably critical if graduates of ethnic minority experiences are to obtain a teaching contract immediately after receipt of their initial teaching certificate. First, they must serve with competence and dedication in the classroom and agency - and supervising teachers, principals, directors, and university staff must so indicate on appropriate placement file forms. Second, they must seek position interviews in school districts where educators promote cultural pluralism, integration, and equality of opportunity for all. Third, they must be mobile, cosmopolitan individuals who go where the jobs are rather than remain unhappily unemployed in a community with a severe teacher surplus. Finally, in interviews they must convince employers that their ethnic student teaching experience has prepared them to adapt to, understand, relate with, appreciate, and work for the best interests of children and adults of minority groups other than the one(s) served during student teaching. Public schools are annually becoming more heterogeneous in enrollment. Beginning teachers simply must transfer their cultural and instructional adaptation techniques from one type of community to a different or to a racially changing community. Successful adaptation in a cultural setting as a student teacher bolsters the beginning teacher's confidence about "making it" elsewhere and increases the employer's optimism relative to the job applicant's odds for local success.

How successful have participants in Indiana University's ethnic field projects been in obtaining full-time teaching contracts for the following public school year? Do the project graduates accept positions where they will be teaching ethnic minority youth? Or do they return to in-service positions

in mainstream schools? Table VIII, based on annual "Employment of Project Graduates Survey," provides answers to these questions.

Table VIII

Four Year Employment Record of Graduates of Indiana University's Ethnic Minority Teacher Preparation Projects

	Latino	Reservation	Urban	Rural
Graduates responding to annual survey	90.5%	84.6%	85.7%	71.8%
Respondents who applied for teaching contracts	71.1%	75.8%	77.8%	92.9%
Respondents who did not apply for contracts	28.9%	24.2%	22.2%	7.1%
Respondents who sought and secured teaching contracts	88.9%	80.0%	92.9%	73.1%
In-state applications made by respondents	46.8%	27.7%	72.2%	90.0%
Out-of-states applications mady by respondents	53.2%	72.3%	27.8%	10.0%
In-state teaching contracts accepted	33.3%	25.0%	84.6%	90.0%
Out-of-state teaching contracts accepted	66.7%	75.0%	15.4%	10.0%

Table VIII data indicate that project graduates respond at a high rate to an employment survey mailed six months after their May graduation. (From such response it can be implied that staff-participant rapport was high and remains high.) Over 75% of the survey respondents had tried to obtain a teaching contract for the September immediately following their graduation. (The remainder of the respondents tended to enter graduate school or some other type of employment.) A very high percentage of the respondents who sought teaching positions actually obtained them (73 to 92.9%). Latino and Reservation Project graduates made many applications for out-of-state positions. Note that Rural Project respondents enjoyed the least employment success (73.1%) but also were the least mobile and made the fewest out-of-state applications (10%). In the last two years the employment success record of the Rural Project has been declining somewhat. A growing teacher surplus in small, rural, basically Anglo towns plus the participants' reluctance to relocate appear to be the causes. Regardless of fluctuations in employment success across projects, all four groups far exceed the employment success

rates publicized for Regular education graduates by the Educational Placement Bureau of Indiana University.

Retrospective Evaluative Perceptions
of Project Graduates

Project participants complete their special field assignments in mid-December (Semester I) or early May (Semester II) each year. Between October 1 and December 31 of the following academic year they are mailed the "Employment Survey" plus certain evaluative type Likert-continuum items concerning their particular project and its impact or worth. The six month to twelve month interval between project completion and evaluative reflection about the project probably results in dissipation of the Hawthorne Effect and leads to candid, objective criticism of the project, especially if the project had few favorable outcomes for a particular ex-participant. Table IX presents these post-project items and the mean score per item compiled over the years. A mean of "7" represents totally positive responses, a mean of "1" represents totally negative responses. Each mean score tends to be at the more favorable end of the item's rating continuum.

Table IX

Project Graduates' Retrospective Evaluations

Question	Reservation	Latino	Urban	Rural
1. How impressed were interviewing school employers with your project experiences?	5.9	6.4	5.6	5.2
2. How much did your special project experiences help you in obtaining a contract?	5.9	6.3	5.3	5.6
3. How prepared for your current teaching position do you feel as a result of your project?	5.8	6.0	5.0	6.0
4. Should the university provide and require more courses designed to increase pre-service teacher knowledge of the culture of the ethnic group(s) to be served?	5.7	6.1	6.2	5.0
5. Should Indiana University keep this special project even if it "costs more"?	6.6	6.7	6.4	6.5
6. If you had it to do over, would you re-enter this same project?	6.5	6.9	6.1	6.0

Latino Project graduates generally were the most positive about selected outcomes of their field experience: (a) they perceived public school employers to be impressed, (b) they felt the project contributed greatly to their procural of a teaching contract, (c) they strongly felt that the institution should spend extra dollars to continue the project, and (d) almost unanimously , "they definitely would re-enter" the project. Respondents from the other three projects also compiled positive, supportive mean scores.

The lowest means are associated with the Urban and Rural Projects. Urban project graduates felt the least prepared for their first teaching positions. Since these positions were basically in large urban school systems, the potential of 17-week urban immersion experiences to adequately prepare young teachers for "the city" is in question. No doubt major modifications in methods courses and other basic education requirements must be made if mainstream education majors are to feel effective when they first begin to teach urban Blacks, Appalachians, and low income children. Remember that the Reservation and Latino participants did extensive cultural study for almost a year before reporting to their sites. It appears city focused study might benefit the Urban participants - might cause them to feel better prepared to teach. Educators basically concerned with student teaching cannot do everything for everyone, however. A multi-cultural thread seems mandatory throughout all the education courses that precede the terminal field experience. Mainstream methods for integrated, cross-bussed, culturally pluralistic, or economically diverse communities are not going to do the job in the future. The 6.2 mean score compiled by the Urban graduates relative to university provision of more culture courses seems to support this argument.

The Rural graduates compiled the least supportive score relative to university provision of culture courses. The participants were middle class whites opting for field experience in rural/small town areas where the students come from diverse white economic sub-groups. Perhaps there is much to be learned about poverty sub-cultures; rural thinking concerning moral, economic, and educational issues; and small town politics. Participants in the Rural Project don't agree, and have tended to be less perceptive and insightful on required reports about life and values at their sites. They often argue that their public school clients would have to be of a different race before there is any special need to labor to understand them.

Conclusion

These projects, designed to place mainstream student teachers in culturally different communities, are modest beginnings in multi-cultural education. There are students who desire the demanding, community-oriented experiences and who successfully complete their various assignments. They become involved in diverse, sensitizing activities outside school hours. Student teacher satisfaction with the total experience is high. Positive project evaluations are received from principals, supervising teachers, community representatives, and student teachers. Attitude changes seem to be realistic, reasonable, consistent, and beneficial no matter in which project enrollees elect to teach. Post-project employment outcomes are very encouraging. However, it seems important to conclude by mentioning some areas where attention is merited if these projects are to be strengthened, expanded,

replicated, or made a routine (as opposed to "special") component of a total teacher preparation program.

Certainly, more than 10% of tomorrow's teachers need cultural-immersion field experiences. Teacher preparation institutions may have to make such experiences a requirement for all and not an option to be selected by a few. This would mean that field experience personnel must verify and assess the life experiences and formal instruction each teacher candidate has had and make field prescriptions to round out a culturally-responsive preparation program. If public school youth are to live in a culturally pluralistic nation, they need culturally pluralistic instruction even in monolingual and monocultural communities.

Geographical distances can make it difficult for some education majors to obtain the cultural placement they desire or to be given the culminating field placement which teacher education personnel know they should have. One way to solve geographical and cost constraints may be via a consortium of teacher preparation institutions. Institution A could place 15% of institution B's students in a Native American community and supervise them; institution B could place 15% of institution C's students in a Latino community; institution C could place 15% of institution A's students in an Appalachian setting, etc. Unfortunately, a consortium effort in which everyone does work for everyone else with no institution making a profit (only the students would reap profit from the new learning opportunities) seems to be extremely hard to develop. Institutional isolation and real or imagined differences in rules, rigor, recruitment image, semester hours, state requirements, tuition dollars, etc., are formidable obstacles to close institutional cooperation. So are philosophical differences over whether student teachers should be prepared before being placed in a minority site or simply exported to the site. Tightening higher education budgets and shrinking enrollments in schools of education may force us to institutionally cooperate if we are to provide innovative programs for education majors in the next few years. The potential for <u>sharing</u> scattered and effective multi-cultural programs and projects in this nation is great and untapped.

In many teacher training institutions there are still too few professors from ethnic minority groups who are teaching education courses to pre-service teachers. Too few ethnic minority group education majors sit alongside mainstream education majors in various courses. A student teacher should know and communicate with several Native Americans on campus before journeying to a Reservation, for example. Preparation for a cultural site should not be mainly a matter of reading the printed word and viewing celluloid. Social interaction between ethnic and economic groups is needed on a regular basis on campus and in early field experiences. Ethnic professors are needed; input from ethnic lay people is needed; more culturally pluralistic teacher training materials are needed.

Research on bigger and more important outcomes of cross-cultural, multicultural, or ethnic minority immersion experiences is lacking. What benefits accrue to the minority group pupils in a given school because mainstream student teachers come to the community to live and work with them? We talk of informing, sensitizing, and preparing the student teacher. We

expect the student teacher to adapt teaching behaviors, modify curricular materials, and perhaps alter personal behavior to "fit" the culture and conditions of the community. But cultural pluralism is multi-directional. It should involve, for example, Native Americans learning from, coming to understand, appreciating and associating with Anglos just as much as it involves Anglos learning about and relating to Native Americans.

What do student teachers from a different social group contribute to their placement site? Hopefully, minority group pupils become aware of the life styles, values, and dreams of the young teachers. Those energetic and often idealistic newcomers could be a window to other worlds and disseminators of information on varied career opportunities to students in some minority or isolated sites. Do outsiders and locals both discover that there are many human commonalities making us all more alike than different? Racial, stereotypic, and associative attitudes of local pupils working daily with a personable and "open" student teacher may be changed. Racial hostility may be lessened. We haven't researched such outcomes extensively.

Is academic achievement in the local school enhanced by the presence of conscientious student teachers? It seems that an in-service teacher aided by a student teacher should be able to teach more effectively than an in-service teacher alone. Individual attention received by pupils in a room with a student teacher should be valuable. Do pupils recognize and appreciate this extra instructional help? Does the administrator recognize it? What attitudinal and learning outcomes, if any, does it cause? Schools in ethnic minority communities certainly cannot afford to accept student teachers just to educate those student teachers about another culture and about local problems. There are too many pressing responsibilities with higher priorities than teacher preparation tasks. Principals and teachers have every right to expect the pre-service teachers to bring some needed skills and expertise to the site - to help accomplish the public education endeavor. Confident teachers could even expect to learn some new educational procedures from education majors fresh out of methods classes. It is conceivable that classroom teacher values or attitudes may change somewhat during a working relationship with a student teacher from "outside" or from a different group. Hopefully, as a result of their extensive preparatory study these student teachers will be aware of some instructional strategies, methods, and materials relative to the specific culture with which they are working. We hope the preparation will make them more sensitive, more knowledgeable, more capable teachers than they might otherwise be. Data are needed to prove that project benefits are two-way--that site personnel receive as well as give.

After the immersion projects are completed and the graduates have secured their teaching contracts, research is needed to determine whether they teach "differently" or "better" than teachers who did not opt for a culturally-oriented preparation program. Do the graduates of a Latino Project, for example, call upon community agencies which can assist school youth, take active positions in a Latino community in favor of bilingual/bicultural education, choose appropriate culturally pluralistic curricular materials, avoid the use of biased standardized tests, lead their learners to higher academic achievement? Do "mainstreamers" with no culturally-oriented

preparation do these same things to the same degree in a Latino community?.

While many graduates of ethnically oriented projects secure teaching positions in Black, Native American, or Latino schools, many others are employed in areas with predominately white populations. Could a trained observer distinguish between the professional performance of a graduate of a culturally-oriented teacher preparation program and the professional performance of a teacher with no such preparation? It is our assumption (and our hope) that project graduates will provide a class of all white students with a more culturally pluralistic instruction than they might otherwise receive. Teachers who have had experience living and working in a Latino community, a Black community or a Native American community will surely teach very differently about these and other ethnic groups. More research is needed to ascertain the effects of intensive cultural projects on the subsequent behavior of classroom teachers. We feel such projects will have a positive effect on quality and breadth of instruction and hope that researchers will spend increased time documenting this effect. One former project participant eloquently states the effect the experience had for her:

> In comparison with all my other major learning experiences at the university, I consider this project to be absolutely the most valuable. I very much needed to teach and to work in a culturally different setting. WASPs are not God's chosen people even if we mistakenly do consider ourselves better educated, more aware, and more health conscious. There are other people, other cultures, other values that have been existing <u>without</u> <u>us</u> for longer than we can imagine. As prospective teachers, we must live with these people and come to value and understand their cultures.

References

1. Bentley, R.R. and Price, J. Purdue student teacher opinionaire. In Purdue measurements and evaluation instruments. West Lafayette, In: Purdue Research Foundation, Purdue University, 1969.

2. Centrone, J.J. Teacher sociocultural awarenesss in selected schools in New York state accountable for American Indian education. Unpublished Ed.D. Dissertation, Syracuse University, 1972.

3. Harty, H. Expressed philosophical, value, and/or attitudinal orientations toward educational practice of student teachers preparing to teach minority and mainstream ethnic groups. Teacher Education Forum (School of Education, Indiana University), June 1976.

4. Hilliard, A.G. Restructuring teacher education for multicultural imperatives. In W.A. Hunter (Ed.), Multicultural education through competency-based teacher education. Washington, D.C.: American Association of Colleges for Teacher Education, 1974.

5. Lacefield, W.E. and Cole, H.P. Starting point for curricular change: a pre-disposition and suitability measure for client groups. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, February 1973.

6. Mahan, J.M. and Smith, M.F. Student teacher satisfaction with alternative field experiences: expectations versus realities. High School Journal (Accepted for publication in Fall 1977).

7. Mahan, J.M. and Smith, M.F. Changes in preservice teacher perceptions of educational and cultural conditions encountered by Native American and Latino students. Unpublished manuscript, Indiana University, 1976.

8. Perloe, S.I. Changes in student's values and roles at college. Terminal Progress Report for National Institute of Mental Health Grant, (MH 16483-02), Haverford College, September 1971.

9. Sullivan, A.R. Cultural competence and confidence: a quest for effective teaching in a pluristic society. In W.A. Hunter (ed.) Multicultural education through competency-based teacher education. Washington, D.C.: American Association of Colleges for Teacher Education, 1974.